



MANAGER, STRATEGIC EVALUATION DATA COLLECTION, ANALYSIS AND REPORTING
1613 ONE COMMERCE PLAZA
ALBANY, NEW YORK 12234
Tel. (518) 486-4678
Fax (518) 408-3363
E-mail: vesidcar@mail.nysed.gov

To: Special Education Data Managers of Public Schools Districts
Superintendents of Public School Districts

Date: December 2005
Revised- March 3, 2006

From: Inni Barone

Subject: **PD-9 – Public School District Report of Timely Determinations of Eligibility for Preschool and School-Age Special Education Services and Timely Transition of Children Referred from IDEA, Part C (Early Intervention) to Preschool Special Education Services Under IDEA, Part B During the 2005-06 School Year.**

Important: Due Date is Between September 1 October 1 and September 15 October 16, 2006.

The PD-9 is a new report and requests data to evaluate the State's and school district's performance on two federal indicators, which are included in the State Performance Plan (SPP) that is required under section 616(b) of the Individuals with Disabilities Education Act (IDEA). For information on New York's SPP, go to <http://www.vesid.nysed.gov/specialed/spp/home.html>. These indicators are as follows:

- **Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 30 school days for preschool children and 60 calendar days for school age students. The data for this indicator are requested in this PD-9, Tables 1-6. Tables 1-3 request data for preschool children and Tables 4-6 request data for school-age students.
- **Indicator 12:** Percent of children referred by Early Intervention (IDEA, Part C) prior to age 3, who are found eligible for preschool programs and/or services under IDEA, Part B, and who have an IEP developed and implemented by their third birthdays. The data for this indicator are requested in this PD-9, Tables 7-11.

The State Education Department (SED) is requesting data for these two indicators from samples of school districts that are representative of the State. During the 2005-06 school year, one sample of school districts will submit data for Indicator 11 and another sample of school districts will submit data for Indicator 12. Over the next six years, all school districts will submit data for both of these indicators. Please go to <http://www.vesid.nysed.gov/sedcar/data.htm> for a schedule of the school years in which school districts must submit these data.

School districts may submit data for Indicators 11 and 12 for all students. However, if reporting the data on fewer students reduces the data-reporting burden, data may be submitted for a sample of eligible students. If school districts choose to use sampling to report the data, the sampling guidelines provided in the general directions must be followed. The minimum number of eligible students to be included in the sample for Indicator 11 will be provided to school districts when school districts enter the number of preschool children requested in column B of the table above Tables 1 and 4 of this form. The minimum number of eligible students to be included in the sample for Indicator 12 will be provided to school districts when school districts enter data in the table above Table 7 of this form. Documentation of the sampling process,

including worksheets, must be maintained and made available upon request for any future audits of these data.

Data for Indicators 11 and 12 are due to SED by September 15, 2006. These data must be submitted through the PD website at <http://pd.nysed.gov> or through the File Transfer Protocol (FTP) process. Paper copies of the PD-9 report will not be accepted. The web-based PD data entry system provides immediate feedback on any data reporting errors and allows school districts to make any necessary corrections. A User ID and password to access the web-based system has been mailed to the current contact person identified on the PD website. If your school district has a new contact person, or if this information was not received, please contact SEDCAR.

The data collected on the PD-9 report measures a school district's compliance with important IDEA requirements related to timely evaluations and eligibility determinations for special education programs and services, and timely transition of children from Part C to Part B of IDEA. The data provided in this report will be used to monitor compliance with regulatory requirements.

During 2005-2006, Strategic Evaluation Data Collection Analysis and Reporting (SEDCAR) Unit personnel may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training and Resource Center (SETRC). The data collected through the PD forms are used in the following reports and activities:

- State Performance Plan and Annual Performance Report for Special Education
- Public reporting of LEA results against State targets established in the State Performance Plan.
- Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
- Pocketbook of Goals and Results for Individuals with Disabilities
- Chapter 655 Report to the Governor and the Legislature on the Status of the State's Schools
- Special Education Quality Assurance Reviews
- School District Report Cards
- BOCES Report Cards
- Charter School Report Cards
- Calculations to identify instances of possible race/ethnicity disproportionality
- Evaluation of programs and policies
- Other reports required by State or federal statutes

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR Unit using the contact information provided on the letterhead.

Thank you.

Attachment

PD-9 – Public School District Report of Timely Initial Evaluations of Preschool and School-Age Students and Timely Transition of Children Referred from IDEA, Part C (Early Intervention) to Preschool Special Education Services Under IDEA, Part B During the 2005-06 School Year.

July 1, 2005 to June 30, 2006

Instructions:

1. Please determine if your school district must submit data for Tables 1-6 or Tables 7-11 of this PD-9 report during the 2005-06 school year by checking the schedule for submitting data for some federal State Performance Plan indicators. **The schedule is posted at <http://www.vesid.nysed.gov/sedcar/data.htm>**
2. If required to do so, please submit these data electronically at <http://pd.nysed.gov> or through the FTP process. **The due date for data submission is between September 1, 2006 and September 15, 2006. Paper copies of this report will not be accepted.**
3. Retain one copy (and supporting documentation) in your school district for reference and audit purposes. The required retention period ends September 15, 2013.
4. Carefully read the Instructions and Definitions on the following pages.
5. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

School District Information												
(Enter 12-digit SED Code Below)												
SCHOOL DISTRICT NAME												
ADDRESS												
.....												
.....												

Contact Person Information*	
NAME	
TITLE	
TELEPHONE	FAX
E-MAIL ADDRESS	

*All correspondence from SEDCAR will be directed to the contact person identified in the PD web based data entry system at <http://pd.nysed.gov>. Please keep the school district contact person information current, including the e-mail address, as most communication will occur via e-mail.

General Instructions for PD-9

1. During the 2005-06 school year, one statewide representative sample of school districts will complete Tables 1-6, which request data for federal indicator number 11. This indicator is “Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 30 school days for preschool children and within 60 calendar days for school-age students.” Over the next six years, all school districts will submit these data. See schedule for the school years in which school districts will submit these data at <http://www.vesid.nysed.gov/sedcar/data.htm> .
2. During the 2005-06 school year, one statewide representative sample of school districts will complete Tables 7-11, which request data for federal Indicator 12. This indicator is “Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.” Over the next six years, all school districts will submit these data. See schedule for the school years in which school districts will submit these data at <http://www.vesid.nysed.gov/sedcar/data.htm>
3. Data for federal Indicators 11 and 12 may be submitted for all students who meet the eligibility criteria. However, if reporting these data on fewer students reduces the data-reporting burden, data may be submitted for a sample of students. If school districts choose to use sampling to report these data, the sampling guidelines included with these directions must be followed. Documentation of the sampling process, including worksheets, must be maintained by school districts and made available upon request for any future audits of these data.
4. For federal Indicator 11, include all students (or minimum number required in a sample) who are referred to determine eligibility for preschool or school-age special education programs and/or services between September 1, 2005 and June 30, 2006. In Tables 1-6, report on the number of eligibility determinations during the period between September 1, 2005 and August 31, 2006. Please note that in 2006-07 and in subsequent school years, school districts will report on all preschool and school-age students who are referred for special education programs and services between July 1 and June 30.
5. For federal Indicator 12, include the number of all children (or minimum number required in a sample) who are referred from Part C to Part B for special education programs and services prior to age three between July 1, 2005 and June 30, 2006. In Tables 7-11, report on the number of children determined eligible and the number of those children whose IEPs were implemented between July 1, 2005 and August 31, 2006.
6. Please follow instructions provided above each table, as well as within the description of each line of data requested in Tables 1-11.

Sampling Guidelines for Federal Indicator Number Eleven

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 30 school days for preschool children and within 60 calendar days for school-age students. The data for this indicator is requested in this PD-9 form, Tables 1-6

Eligible population of students to be included in the sample of preschool children:

Identify all preschool children for whom parents provided consent to evaluate for eligibility for special education programs and services anytime during the 2005-06 school year (September 1, 2005 to June 30, 2006). In subsequent years, the school year will be from July 1 to June 30. Include all such preschool children, regardless of the source of referral.

Eligible population of students to be included in the sample of school age students:

Identify all school-age students for whom parents provided consent to evaluate for eligibility for special education programs and services anytime during the 2005-06 school year (September 1, 2005 to June 30, 2006). In subsequent years, the school year will be from July 1 to June 30. Include all such school-age students, regardless of the source of referral, and the school students attended or currently attend.

Minimum number of students to be included in the sample:

School districts may provide data on all students identified under the eligible populations or they may choose to provide data on a sample of eligible students. If school districts decide to provide data on a sample of eligible students, they must enter the number of eligible students in the tables above Tables 1 and 4 to determine the minimum number of students that must be included in the sample.

Method of selecting students for the sample:

1. Assign all students who meet the criteria described in the eligible population a sequential number or use a number that already exists in your database. These numbers may be student identification numbers, social security numbers, or other randomly or sequentially assigned numbers. Sort all eligible students in numerical order.
2. Use the random number table posted at <http://www.vesid.nysed.gov/sedcar/data.htm> to select one number on this table as a beginning point. Use the first three or four digits of the first random number and find the student with the corresponding matching number on your list of eligible students. After picking the first student to be included in the sample proceed in order on the random number table from top to bottom and left to right and select the next student to be included in the sample by matching the first three or four digits of the number from the random number table with the student number. If the first three or four digits of the random number do not match any student number, skip to the next random number. Repeat this process until the required numbers of students have been selected for the sample.

Maintain documentation of how the sample was selected:

1. Maintain documentation for a period of seven years, counting the reporting year as the first of the seven years.
2. Documentation must include the list of all student names and numbers who were included in the eligible population, copy of the Random Number Table, the beginning number for selecting students, and a list of all students and their numbers who were selected for the sample.

Sampling Guidelines for Federal Indicator Number Twelve

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. The data for this indicator is requested in this PD-9 form, Tables 7-11.

Eligible population of children to be included in the sample of preschool children:

Identify all preschool children who were referred to determine eligibility for special education programs and services from Early Intervention (IDEA, Part C) prior to age three during the 2005-06 school year (July 1, 2005 to June 30, 2006).

Minimum number of children to be included in the sample:

School districts may provide data on all children identified under the eligible population or they may choose to report on a sample of eligible children. If school districts decide to provide data on a sample of eligible children, they must enter the number of eligible children in the table above Table 7 to determine the minimum number of children that must be included in the sample.

Method of selecting students for the sample:

1. Assign all students that meet the criteria described in the eligible population a sequential number or use a number that already exists in your database. These numbers may be student identification numbers, social security numbers, or other randomly or sequentially assigned numbers. Sort all eligible students in numerical order.
2. Use the random number table posted at <http://www.vesid.nysed.gov/sedcar/data.htm> to select one number on this table as a beginning point. Use the first three or four digits of the first random number and find the student with the corresponding matching number on your numerical list of eligible students. After picking the first student to be included in the sample proceed in order on the random number table from top to bottom and left to right and select the next student to be included in the sample by matching the first three or four digits from the random number table with the student number. If the first three or four digits of the random number do not match any student number, skip to the next random number. Proceed in this fashion until the required numbers of students have been selected for the sample.

Maintain documentation of how the sample was selected:

1. Maintain documentation for a period of seven years, counting the reporting year as the first of the seven years.
2. Documentation must include the list of all students' names and numbers who were included in the eligible population, copy of the Random Number Table, the beginning number for selecting students, and a list of all students and their numbers who were selected for the sample.

Table 1- Timeliness of Eligibility Determinations for Children Referred for Preschool Special Education Programs and/or Services (Indicator Number 11)

Determination of Sample Size: Enter below in Column B, the number of preschool children who meet the definition stated in Column A. Column C will display the minimum number of children who must be included in the school district's sample of children for whom data must be provided in Tables 1-3. As an alternative, school districts may provide data in Tables 1-3 for all preschool children in Column B. If this school district chooses to report data on the minimum number of children reflected in Column C, it must adhere to the sampling guidelines provided in this form for federal indicator number 11.

A	B	C
Description of Eligible Children to be Reported in Table 1	Number of Children	Minimum Number of Children for Sampling
Number of preschool children whose parents provided consent to evaluate for special education programs and services during the 2005-06 school year (September 1, 2005-June 30, 2006).		PD data entry system will fill this cell

Directions for Completing Table 1

Line 1- Report in Line 1 below the number of preschool children reported in Column B or Column C above. Report the number from Column B if the school district will report data on all eligible preschool children. Report the number from Column C if the school district will report data on a minimum sample of eligible preschool children.

Line 2- Of the children in Line 1, report the number who were **determined to be eligible** for preschool special education programs and/or services in columns A- E, according to the number of **school days** between the school district's receipt of consent and initial eligibility determination (date of CPSE meeting at which eligibility is determined). Report all initial eligibility determination decisions made by August 31, 2006.

Line 3- Of the children in Line 1, report the number who were **determined not eligible** for preschool special education programs and/or services in columns A-E, according to the number of **school days** between the school district's receipt of consent and initial eligibility determination (date of CPSE meeting at which eligibility is determined). Report all initial eligibility determination decisions made by August 31, 2006.

Line No.	Description	Number of <u>School Days</u> Within Which Eligibility Determinations Were Made for Preschool Children					F
		A	B	C	D	E	Total Number
		Within 30 Days	Within 31-40 Days	Within 41-50 Days	Within 51-60 Days	More than 60 Days	
1	Number of preschool children whose parents provided consent to evaluate for special education programs and/or services during the 2005-06 school year (September 1, 2005-June 30, 2006).						
2	Of the number in Line 1, the number determined eligible for preschool special education by August 31, 2006.						
3	Of the number in Line 1, the number determined not eligible for preschool special education by August 31, 2006.						
4	Total [Lines 2+3]						

Table 2- Reasons that the Number of Children with Consents for Evaluations Exceeded Initial Eligibility Determinations of Preschool Children for Special Education Programs and/or Services (Indicator Number 11)

If the number of preschool children whose parents provided consent for evaluation for special education programs and/or services (Table 1, Line 1) is greater than the number whose initial eligibility for special education was determined (Table 1, sum of Lines 2-3), provide reasons for the difference in these numbers. The number of children for whom reasons must be provided is displayed in Line 1 below and represents Table 1, Line 1 minus Table 1, sum of Lines 2-3. Report each child whose eligibility was not determined only once in Lines 2-9 according to the primary reason. The number in Line 1 must equal the sum of numbers in Lines 2-9. If Line 1 is 0, no response is required in this table.

Line No.	Reasons that the Number of Children with Consents for Evaluations Exceeded Initial Eligibility Determinations of Preschool Children for Special Education Programs and/or Services	A
		Number of Children
1	What is the difference between Table 1, Line 1 and Table 1, sum of Lines 2-3?	PD data entry system will fill this cell.
2	Of the children in Line 1 above, report the number awaiting evaluations (as of August 31, 2006).	
3	Of the children in Line 1 above, report the number whose parents withdrew consent to evaluate.	
4	Of the children in Line 1 above, report the number who moved to another school district before the evaluation was completed.	
5	Other (limited to 200 characters): _____ (School districts will be able to provide up to five additional reasons.)	

Table 3- Reasons for Delays in Initial Eligibility Determinations of Preschool Children for Special Education Programs and/or Services (Indicator Number 11)

If one or more preschool children's eligibility determination was delayed by one or more days, provide the reasons for the delays. The number of children whose eligibility determination was delayed is reported in Line 1 below and is from Table 1, Line 4, sum of Columns B-E. Report each child only once in Lines 2-10, according to the primary reason for the delay. The number in Line 1 must equal the sum of numbers in Lines 2-10. If Line 1 is 0, no response is required in this Table.

Line No.	Reasons for Delays in Initial Eligibility Determinations of Preschool Children for Special Education Programs and/or Services	A
		Number of Children
1	What is the number of children reported in Table 1, Line 4, sum of Columns B-E?	PD data entry system will fill this cell.
2	Of the children in Line 1 above, report the number of children whose eligibility determination was delayed because an evaluator was not available to provide the evaluation.	
3	Of the children in Line 1 above, report the number of children whose eligibility determination was delayed because the parent did not make the child available for the evaluation.	
4	Of the children in Line 1 above, report the number of children whose eligibility determination was delayed because the parent cancelled the scheduled evaluation and selected another approved evaluator.	
5	Of the children in Line 1 above, report the number of children whose eligibility determination was delayed because children transferred to this school district after the evaluation period began and the parent and school district agreed to an extended time period.	
6	Other (limited to 200 characters): _____ (School districts will be able to provide up to five additional reasons.)	

Table 4- Timeliness of Initial Eligibility Determinations of School-Age Students for Special Education Programs and/or Services (Indicator Number 11)

Determination of Sample Size: Enter below in Column B, the number of school-age students who meet the definition stated in Column A. Column C will display the minimum number of students who must be included in the school district's sample of students for whom data must be provided in Tables 4-6. As an alternative, school districts may provide data in Tables 4-6 for all school-age students entered in Column B. If this school district chooses to report data on the minimum number of students reflected in Column C, it must adhere to the sampling guidelines provided in this form for federal indicator number 11.

A	B	C
Description of Eligible Students to be Reported in Table 4	Number of Students	Minimum Number of Students for Sampling
Number of school-age students whose parents provided consent for an initial evaluation for special education programs and/or services during the 2005-06 school year (September 1, 2005-June 30, 2006).		PD data entry system will fill this cell

Directions for Completing Table 4:

Line 1- Report in Line 1 below the number of school-age students reported in Column B or Column C above. Report the number from Column B if the school district will report data on all eligible students. Report the number from Column C if the school district will report data on a minimum sample of eligible students.

Line 2- Of the students in Line 1, report the numbers of students who were determined to be **eligible** for special education programs and/or services in columns A-E according to the number of **calendar days** between the school district's receipt of consent and initial eligibility determination (date of CSE meeting at which eligibility is determined). Report all initial eligibility determination decisions made by August 31, 2006.

Line 3- Of the students in Line 1, report the numbers of students who were determined to be **not eligible** for special education programs and/or services in columns A-E according to the number of **calendar days** between school district's receipt of consent and initial eligibility determination (date of CSE meeting at which eligibility is determined). Report all initial eligibility determination decisions made by August 31, 2006.

Line No.	Description	Number of <u>Calendar Days</u> Within Which Initial Eligibility Determinations for Special Education Programs and/or Services Were Made for School-Age Students					F Total Number of Students
		A	B	C	D	E	
		60 Days or Less	61-70 Days	71-80 Days	81-100 Days	More Than 100 Days	
1	Number of school-age students whose parents provided consent for an initial evaluation for special education programs and/or services during the 2005-06 school year (September 1, 2005-June 30, 2006).						
2	Of the number in Line 1, the number determined eligible for special education by August 31, 2006.						
3	Of the number in Line 1, the number determined not eligible for special education by August 31, 2006.						
4	Total (Lines 2+3)						

Table 5- Reasons that the Number of Students with Consents for Evaluations Exceeded Initial Eligibility Determinations of School-Age Students for Special Education Programs and/or Services (Indicator Number 11)

If the number of school-age students for whom parents provided consent for evaluation for special education programs and/or services (Table 4, Line 1) is greater than the number for whom initial eligibility was determined (Table 4, sum of Lines 2-3), provide reasons for the difference in these numbers. The numbers of students for whom reasons must be provided is displayed in Line 1 below and represents Table 4, Line 1 minus Table 4, sum of Lines 2-3. Report each student only once whose eligibility was not determined in Lines 2-9 according to the primary reason. The number in Line 1 must equal the sum of numbers in Lines 2-9. If Line 1 is 0, no response is required in this table.

Line No.	Reasons that the Number of Students with Consents for Evaluations Exceeded Initial Eligibility Determinations of School-Age Students for Special Education Programs and/or Services	A
		Number of Students
1	What is the difference between Table 4, Line 1 and Table 4, Lines 2-3 combined?	PD data entry system will fill this cell.
2	Of the students in Line 1 above, report the numbers awaiting evaluations (as of August 31, 2006).	
3	Of the students in Line 1 above, report the numbers whose parents withdrew consent to evaluate.	
4	Of the students in Line 1 above, report the numbers who moved to another school district before the evaluation was completed	
5	Other (limited to 200 characters): _____ (School districts will be able to provide up to five additional reasons.)	

Table 6- Reasons for Delays in Initial Eligibility Determinations of School-Age Students for Special Education Programs and/or Services (Indicator Number 11)

If one or more school-age student's initial eligibility determination was delayed by one or more days, provide the reasons for the delays. The number of students whose eligibility was delayed is reported in Line 1 below and is from Table 4, Line 4, sum of Columns B-E. Report each child only once in Lines 2-9, according to the primary reason for the delay. The number in Line 1 must equal the sum of numbers in Lines 2-9. If Line 1 is 0, no response is required in this table.

Line No.	Reasons for Delays in Initial Eligibility Determinations of School-Age Students for Special Education Programs and/or Services	A
		Number of Students
1	What is the number of students reported in Table 4, Line 4, Columns B-E combined?	PD data entry system will fill this cell.
2	Of the students in Line 1 above, report the number whose eligibility determination was delayed because of shortage of personnel to conduct the evaluation.	
3	Of the students in Line 1 above, report the number whose eligibility determination was delayed because the parent repeatedly did not make the student available for the evaluation.	
4	Of the students in Line 1 above, report the number whose eligibility determination was delayed because the students transferred to this district after the evaluation period began in the prior school district and the parent and the new school district agreed to an extended time period to complete the evaluation.	
5	Other (limited to 200 characters): _____ (School districts will be able to provide up to five additional reasons.)	

Table 7- Transition of Children from Early Intervention (Part C of IDEA) to Preschool Special Education Programs and/or Services (Part B of IDEA) (Indicator Number 12)

Determination of Sample Size: Enter below in Column B, the number of children who meet the description provided in Column A. Column C will display the minimum number of children that must be included in the school district’s sample of children for whom data must be provided in Tables 7-11. As an alternative, school districts may provide data in Tables 7-11 for all children entered in Column B. If this school district chooses to report data on the minimum number of eligible children reflected in Column C, it must adhere to the sampling guidelines provided in this form for federal indicator number twelve.

A	B	C
Description of Eligible Children to be Reported in Table 7	Number of Children	Minimum Number of Children for Sampling
Number of children referred from Part C (Early Intervention) to Part B for preschool special education programs and/or services prior to the age of three during the 2005-06 school year (July 1, 2005-June 30, 2006).		PD data entry system will fill this cell

Directions for Completing Table 7:

Line 1- Report in Line 1 below the number of children reported in Column B or Column C above. Report the number from Column B if the school district will report data on all eligible children. Report the number from Column C if the school district will report data on a minimum sample of eligible children.

Line 2- Of the children in Line 1, report the number found **eligible** (at a CPSE meeting at which eligibility is determined) for Part B preschool special education programs and/or services on or before the age of three (Column A) and after the age of three (Column B). Report on all evaluations completed by August 31, 2006.

Line 3- Of the children in Line 1, report the number found **not eligible** (at a CPSE meeting at which eligibility is determined) for Part B preschool special education programs and/or services on or before the age of three (Column A) and after the age of three (Column B). Report on all evaluations completed by August 31, 2006.

Line 4- Of the children in Line 2, report the number whose IEPs were developed and implemented on or before their third birthdays (Column A) or after their third birthdays (Column B). Report on all IEPs implemented by August 31, 2006. (Line 4 may be less than Line 2 if there are children in Line 2 whose IEPs have not implemented by August 31, 2006.)

Line No.	Description	Number of Children		C
		A	B	
		On or Before the Age of Three	After the Age of Three	Total
1	Number of children referred from Part C (Early Intervention) to Part B for preschool special education programs and/or services prior to the age of three.			
2	Of the children in Line 1, how many were found eligible for Part B preschool special education programs and/or services?			
3	Of the children in Line 1, how many were found not eligible for Part B preschool special education programs and/or services?			
4	Of the children in Line 2, how many had their IEPs developed and implemented?			

Table 8- Reasons for More Referrals for Evaluation Than Initial Eligibility Determinations of Children Transitioning from IDEA, Part C to IDEA, Part B (Indicator Number 12)

If more children are reported as referred from Part C (Table 7, Line 1) than whose initial eligibility was determined for services under Part B (Table 7, sum of Lines 2-3, Columns A and B), account for the difference in Column A below. Report each child only once whose eligibility was not determined in Lines 2-9, according to the primary reason. The number in Line 1 must equal the sum of numbers in Lines 2-9. If Line 1 is 0, no response is required in this Table.

Line No.	Reasons for More Referrals Than Initial Eligibility Determinations of Children Transitioning from IDEA, Part C to IDEA, Part B	A
		Number
1	What is the difference between Table 7, Line 1 and Table 7, sum of Lines 2-3, Column C?	PD data entry system will fill this cell.
2	Of the children in Line 1 above, report the numbers whose parents withdrew consent for evaluation for Part B preschool special education programs and/or services.	
3	Of the children in Line 1 above, report the numbers who moved out of the district before the evaluation was completed.	
4	Of the children in Line 1 above, report the numbers awaiting an evaluation as of August 31, 2006.	
5	Other (limited to 200 characters): _____ (School districts will be able to provide up to five additional reasons.)	

Table 9- Reasons for Delay in Initial Eligibility Determinations of Children Transitioning from IDEA, Part C to IDEA, Part B (Indicator Number 12)

If there are children reported in Table 7 as having their eligibility for preschool special education programs and/or services determined after their third birthday, provide the number of children by the reason why their eligibility was determined after their third birthdays. Report each child only once in Lines 2-12, according to the primary reason for the delay. The number in Line 1 must equal the sum of numbers in Lines 2-12. If Line 1 is 0, no response is required in this table.

Line No.	Reasons for Delays in Initial Eligibility Determinations of Children Transitioning from IDEA, Part C to IDEA, Part B	A
		Number
1	What is the number of children whose eligibility for Part B services was determined after their third birthdays as reported in Table 7, Column B, sum of Lines 2 and 3?	PD data entry system will fill this cell.
2	Of the number of children in Line 1, report the number who were referred from Part C less than 30 school days prior to their third birthdays.	
3	Of the number of children in Line 1, report the number for whom an approved evaluator was not available to provide an evaluation in a timely manner.	
4	Of the number of children in Line 1, report the number whose parents refused or repeatedly failed to make the child available for the evaluation.	
5	Of the number of children in Line 1, report the number whose parents canceled the scheduled evaluation and/or selected another approved evaluator.	
6	Of the number of children in Line 1, report the number who transferred to this school district after the evaluation period began in the previous school district and the parents and the new school district agreed to an extended time period to complete the evaluation.	
7	Of the number of children in Line 1, report the number for whom the Committee on Preschool Special Education (CPSE) did not meet to determine eligibility in a timely manner.	
8	Other reasons: Describe (Limited to 200 characters) _____ (School districts will be able to provide up to five additional reasons.)	

Table 10- Reasons for Delays in Developing and Implementing Children’s IEPs Prior to Children’s Third Birthdays for Children Transitioning from IDEA, Part C to IDEA, Part B (Indicator Number 12)

If there are children reported as transitioning from IDEA, Part C to IDEA, Part B and who do not have their IEPs developed and implemented by their third birthdays in Table 7, Line 4, Column B or whose IEPs have not been implemented by August 31 (difference between Table 7, Line 4 and Table 7, Line 2), report the numbers of such children by reasons for delays. Report each child only once in Lines 2-10, according to the primary reason for the delay. The number in Line 1 must equal the sum of numbers in Lines 2-10. If Line 1 is 0, no response is required in this Table.

Line No.	Reasons for Delays in Developing and Implementing Children’s IEPs Prior to Children’s Third Birthdays for Children Transitioning from IDEA, Part C to IDEA, Part B	A
		Number
1	How many children are reported as being eligible for Part B programs and/or services but who did not have their IEP developed and implemented before their third birthdays in Table 7, Line 4, Column B plus the difference between Table 7, Line 4, Column C and Table 7, Line 2, Column C?	PD data entry system will fill this cell
2	Of the children reported in Line 1, report the number whose parents chose to continue their children in Early Intervention Program (EIP) and transition to preschool special education after the child became three years of age.	
3	Of the children reported in Line 1, report the number whose parents chose not to enroll their child in the recommended preschool special education program and/or related services.	
4	Of the children reported in Line 1, report the number for whom the recommended Part B programs and/or services were not available when the children turned three years of age.	
5	Of the children reported in Line 1, report the number who moved out of the district prior to children’s third birthdays.	
6	Other reasons: Describe (Limited to 200 characters) _____ (School districts will be able to provide up to five additional reasons.)	

Table 11- Number of Days of Delay in Developing and Implementing Children’s IEPs by Their Third Birthdays for Children Transitioning from IDEA, Part C to IDEA, Part B (Indicator Number 12)

For children who were referred from IDEA, Part C to IDEA, Part B, report the number of such children by the number of days of delay in the development and implementation of their IEPs past their third birthdays. If there are children reported in Table 7, Line 4 (Column B) plus the difference between Table 7, Line 4 and Table 7, Line 2, provide the number of children by range of days beyond the children’s third birthday when IEPs were implemented or not implemented by August 31, 2006. The total number of children reported below must be equal to the total number of children reported in Table 7, Line 4, Column B **plus the difference between Table 7, Line 4, Column C and Table 7, Line 2, Column C.** If Line 1 is 0, no response is required in this Table.

Line No.	Number of Days Past Third Birthdays When IEPs were Implemented	A
		Number
1	How many children’s IEPs were developed and implemented past their third birthday? (This number is from Table 7, Line 4, Column B plus the difference between Table 7, Line 4 and Table 7, Line 2.)	PD data entry system will fill this cell
2	Number of children whose IEPs were implemented 1 to 10 days past their third birthdays	
3	Number of children whose IEPs were implemented 11 to 20 days past their third birthdays	
4	Number of children whose IEPs were implemented 21 to 30 days past their third birthdays	
5	Number of children whose IEPs were implemented more than 30 days past their third birthdays or were not implemented as of August 31, 2006	